Math at Home for Families



TEST PREP

3rd Grade

Strategies for Addition and Subtraction Parent Guide

Grade Level: 3

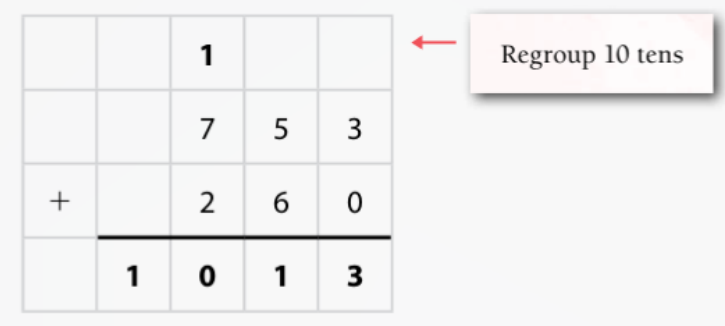
Benchmark: MA.3.NSO.2.1
Add and subtract multi-digit whole numbers including using a standard algorithm with procedural fluency.

Third grade students are expected to solve addition and subtraction problems using a standard algorithm.

$$\begin{array}{r} {}^{3}\cancel{4}{}^{9}\cancel{,}{}^{10}\cancel{0}{}^{9}\cancel{0}{}^{12}\cancel{2} \\ -\ 2,153 \\ \hline 1,849 \end{array}$$

Grid paper will be provided during the FAST math assessment. Grid paper is a helpful tool that supports accuracy when adding and subtracting multi-digit numbers.

The boxes help students clearly line up digits by place value (ones, tens, hundreds, etc.), which reduces common errors such as misaligning numbers or regrouping incorrectly. Encouraging your child to practice using grid paper at home can help reinforce this important organizational skill.



Set 3: Add Multi-Digit Numbers

Add.

1. 289 + 462

2. 241 + 902

3. 1,894 + 3,688

4. 367 + 510

5. 13 + 61

6. 7,189 + 1,055

7. 349 + 412

8. 900 + 170

9. 691 + 29 = _____

10. 28 + 1,309 = _____

11. 40 + 236 = _____

Set 4: Subtract Multi-Digit Numbers

Subtract.

1. 902 − 482

2. 2,993 − 1,452

3. 81 − 46

4. 612 − 178

5. 9,247 − 1,813

6. 135 − 109

7. 6,249 − 4,127

8. 713 − 651

9. 2,809 − 87 = _____

10. 941 − 79 = _____

11. 1,000 − 371 = _____

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Answer Key

Set 3: Add Multi-Digit Numbers

Add.

1. 289 + 462 = 751
2. 241 + 902 = 1,143
3. 1,894 + 3,688 = 5,582
4. 367 + 510 = 877
5. 13 + 61 = 74
6. 7,189 + 1,055 = 8,244
7. 349 + 412 = 761
8. 900 + 170 = 1,070
9. 691 + 29 = 720
10. 28 + 1,309 = 1,337
11. 40 + 236 = 276

Set 4: Subtract Multi-Digit Numbers

Subtract.

1. 902 − 482 = 420
2. 2,993 − 1,452 = 1,541
3. 81 − 46 = 35
4. 612 − 178 = 434
5. 9,247 − 1,813 = 7,434
6. 135 − 109 = 26
7. 6,249 − 4,127 = 2,122
8. 713 − 651 = 62
9. 2,809 − 87 = 2,722
10. 941 − 79 = 862
11. 1,000 − 371 = 629

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Strategies for Multiplication and Division Parent Guide

Grade Level: 3

Benchmark: MA.3.NSO.2.4
Multiply two whole numbers from 0 to 12 and divide using related facts with procedural reliability.

Example: The product of 5 and 6 is 30.
Example: The quotient of 27 and 9 is 3.

Benchmark Clarifications:
Clarification 1: Instruction focuses on helping a student choose a method they can use reliably.

Learning multiplication facts doesn't happen overnight—it grows with practice and the use of helpful strategies. When children regularly practice skills like doubling, breaking numbers apart, or noticing patterns, they build confidence and a stronger understanding of numbers. Over time, these strategies become quick and automatic. When math facts come easily, kids can focus more on solving bigger, more challenging problems instead of getting stuck on basic calculations. Strong multiplication skills create an important foundation for success in future math topics like fractions, division, and algebra.

Fact	Key Strategy	How It Helps	Example
0s	Zero Property	Any number × 0 = 0	7 × 0 = 0
1s	Identity Property	Any number × 1 = itself	8 × 1 = 8
2s	Doubles	Multiply by 2 = double the number	2 × 6 = 12
3s	Skip Count by 3	Count by 3s	3 × 4 → 3, 6, 9, 12
4s	Double the Double	Double twice	4 × 5 → double 5 (10), double again (20)
5s	Count by 5s Pattern	Ends in 0 or 5	5 × 7 = 35
6s	Break Apart	Use 5s fact + 1 group	6 × 7 → (5 × 7) + 7
7s	Use Known Fact	Build from 5s or doubles	7 × 8 → (5 × 8) + (2 × 8)
8s	Double ×3 (2×2×2)	Double three times	8 × 4 → 4 → 8 → 16 → 32
9s	10s Minus One Group	Multiply by 10, subtract one group	9 × 6 → (10 × 6) − 6
10s	Add a Zero	Multiply by 10	10 × 9 = 90
11s	Pattern (1-digit)	Double digits for 1–9	11 × 7 = 77

Students can use these strategies to help them complete the blank multiplication/division table on the next page.

Blank Multiplication/Division Table

x / ÷	1	2	3	4	5	6	7	8	9	10	11	12
1												
2												
3												
4												
5												
6												
7												
8												
9												
10												
11												
12												

Unit 2
Fluency Practice

Set 1: Multiplication Facts

Multiply.

1. $3 \times 6 =$ _____
2. $9 \times 10 =$ _____
3. $5 \times 2 =$ _____
4. $7 \times 0 =$ _____
5. $4 \times 1 =$ _____
6. $11 \times 8 =$ _____
7. $8 \times 5 =$ _____
8. $12 \times 4 =$ _____
9. $3 \times 9 =$ _____
10. $9 \times 8 =$ _____
11. $6 \times 8 =$ _____
12. $11 \times 11 =$ _____
13. $7 \times 6 =$ _____
14. $7 \times 4 =$ _____
15. $12 \times 5 =$ _____
16. $2 \times 6 =$ _____
17. $4 \times 4 =$ _____
18. $1 \times 10 =$ _____
19. $9 \times 6 =$ _____
20. $5 \times 7 =$ _____
21. $12 \times 3 =$ _____

Set 2: Division Facts

Divide.

1. $21 \div 3 =$ _____
2. $55 \div 5 =$ _____
3. $49 \div 7 =$ _____
4. $48 \div 4 =$ _____
5. $0 \div 10 =$ _____
6. $63 \div 9 =$ _____
7. $32 \div 8 =$ _____
8. $120 \div 12 =$ _____
9. $81 \div 9 =$ _____
10. $15 \div 5 =$ _____
11. $30 \div 5 =$ _____
12. $12 \div 12 =$ _____
13. $24 \div 8 =$ _____
14. $54 \div 6 =$ _____
15. $36 \div 9 =$ _____
16. $80 \div 10 =$ _____
17. $7 \div 1 =$ _____
18. $96 \div 12 =$ _____
19. $24 \div 4 =$ _____
20. $45 \div 5 =$ _____
21. $12 \div 6 =$ _____

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Unit 2
Fluency Practice

Answer Key

Set 1: Multiplication Facts

Multiply.

1. $3 \times 6 =$ 18
2. $9 \times 10 =$ 90
3. $5 \times 2 =$ 10
4. $7 \times 0 =$ 0
5. $4 \times 1 =$ 4
6. $11 \times 8 =$ 88
7. $8 \times 5 =$ 40
8. $12 \times 4 =$ 48
9. $3 \times 9 =$ 27
10. $9 \times 8 =$ 72
11. $6 \times 8 =$ 48
12. $11 \times 11 =$ 121
13. $7 \times 6 =$ 42
14. $7 \times 4 =$ 28
15. $12 \times 5 =$ 60
16. $2 \times 6 =$ 12
17. $4 \times 4 =$ 16
18. $1 \times 10 =$ 10
19. $9 \times 6 =$ 54
20. $5 \times 7 =$ 35
21. $12 \times 3 =$ 36

Set 2: Division Facts

Divide.

1. $21 \div 3 =$ 7
2. $55 \div 5 =$ 11
3. $49 \div 7 =$ 7
4. $48 \div 4 =$ 12
5. $0 \div 10 =$ 0
6. $63 \div 9 =$ 7
7. $32 \div 8 =$ 4
8. $120 \div 12 =$ 10
9. $81 \div 9 =$ 9
10. $15 \div 5 =$ 3
11. $30 \div 5 =$ 6
12. $12 \div 12 =$ 1
13. $24 \div 8 =$ 3
14. $54 \div 6 =$ 9
15. $36 \div 9 =$ 4
16. $80 \div 10 =$ 8
17. $7 \div 1 =$ 7
18. $96 \div 12 =$ 8
19. $24 \div 4 =$ 6
20. $45 \div 5 =$ 9
21. $12 \div 6 =$ 2

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Strategies for Plotting and Comparing Fractions Parent Guide

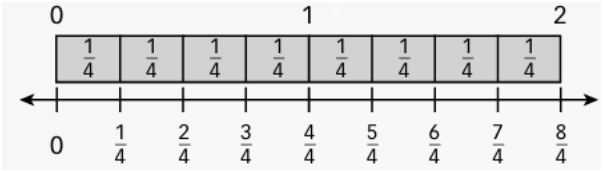
Grade Level: 3

Benchmark: MA.3.FR.2.1
Plot, order and compare fractional numbers with the same numerator or the same denominator.

Example: The fraction 3/2 is to the right of the fraction 3/3 on a number line so 3/2 is greater than 3/3 .

Plotting Fractions on a Number Line:

You can count fractions on a number line just like you can count whole numbers. Number lines can even show fractions greater than 1.



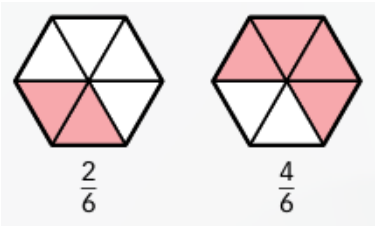
The number line shows that 1 whole is the same as 4/4, and 2 wholes is the same as 8/4.

Strategies for Comparing Fractions:

Same Denominator

When two fractions have the same denominator, the numerator tells you which fraction is greater and which fraction is less. The fraction with the most parts in the numerator is greater.

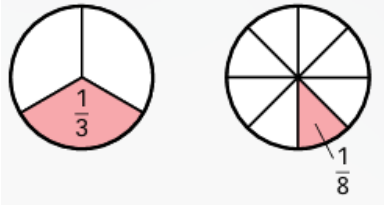
$$\frac{2}{6} < \frac{4}{6}$$



Same Numerator:

When two fractions have the same numerator, the denominator tells you which fraction is greater and which fraction is less. When there are fewer parts, each part is larger.

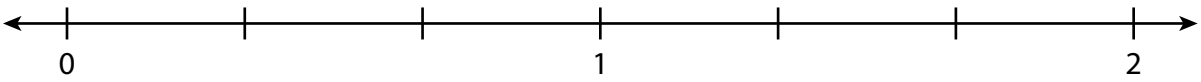
$$\frac{1}{8} < \frac{1}{3}$$



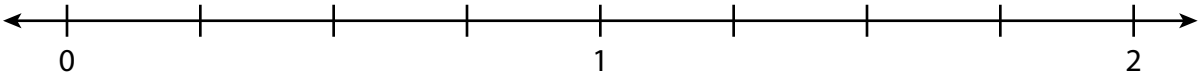
Set 6: Plot Fractions

Plot and label the numbers on the number line.

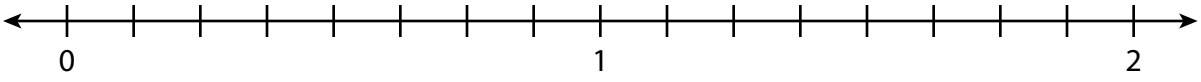
1 $1\frac{2}{3}$, $\frac{1}{3}$, and $\frac{3}{3}$



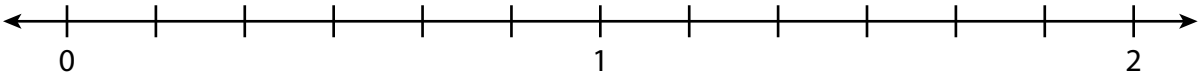
2 $\frac{4}{2}$, $\frac{4}{4}$, and $\frac{4}{8}$



3 $\frac{3}{8}$, $\frac{3}{2}$, and $\frac{3}{4}$



4 $\frac{3}{6}$, $\frac{8}{6}$, $\frac{5}{6}$, and $\frac{7}{6}$



Set 7: Compare Fractions

Write >, <, or = to compare the numbers.

1 $\frac{8}{5}$ ◯ $\frac{3}{5}$

2 $\frac{6}{12}$ ◯ $\frac{9}{12}$

3 $\frac{4}{6}$ ◯ $\frac{4}{3}$

4 $\frac{5}{8}$ ◯ $1\frac{1}{8}$

5 $\frac{7}{10}$ ◯ $\frac{7}{5}$

6 $\frac{3}{3}$ ◯ $\frac{3}{5}$

7 $\frac{3}{2}$ ◯ $3\frac{1}{2}$

8 $\frac{3}{5}$ ◯ $\frac{3}{8}$

9 $\frac{4}{10}$ ◯ $\frac{9}{10}$

10 $\frac{1}{8}$ ◯ $\frac{1}{6}$

11 $\frac{10}{3}$ ◯ $\frac{10}{2}$

12 $\frac{7}{5}$ ◯ $\frac{7}{6}$

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Answer Key

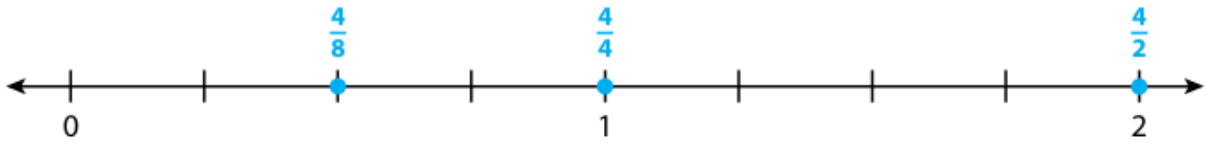
Set 6: Plot Fractions

Plot and label the numbers on the number line.

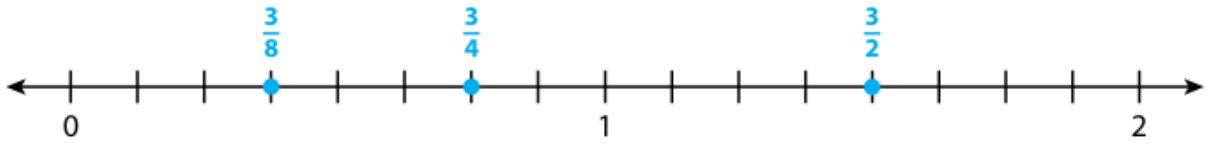
1 $1\frac{2}{3}$, $\frac{1}{3}$, and $\frac{3}{3}$



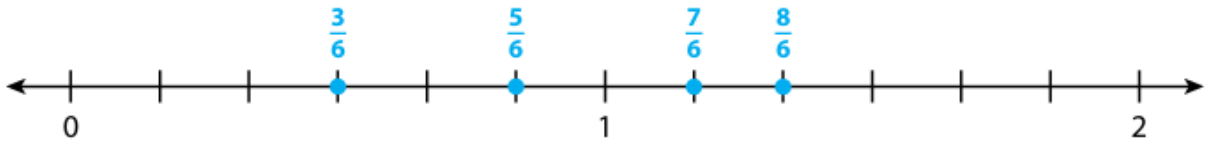
2 $\frac{4}{2}$, $\frac{4}{4}$, and $\frac{4}{8}$



3 $\frac{3}{8}$, $\frac{3}{2}$, and $\frac{3}{4}$



4 $\frac{3}{6}$, $\frac{8}{6}$, $\frac{5}{6}$, and $\frac{7}{6}$



Set 7: Compare Fractions

Write >, <, or = to compare the numbers.

1 $\frac{8}{5} > \frac{3}{5}$

2 $\frac{6}{12} < \frac{9}{12}$

3 $\frac{4}{6} < \frac{4}{3}$

4 $\frac{5}{8} < 1\frac{1}{8}$

5 $\frac{7}{10} < \frac{7}{5}$

6 $\frac{3}{3} > \frac{3}{5}$

7 $\frac{3}{2} < 3\frac{1}{2}$

8 $\frac{3}{5} > \frac{3}{8}$

9 $\frac{4}{10} < \frac{9}{10}$

10 $\frac{1}{8} < \frac{1}{6}$

11 $\frac{10}{3} < \frac{10}{2}$

12 $\frac{7}{5} > \frac{7}{6}$

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Strategies to Solve Problems Parent Guide

Grade Level: 3

Benchmark: MA.3.AR.1.2
Solve one and two-step real world problems involving any of the four operations with whole numbers.

Benchmark Clarifications:
Clarification 1: Instruction includes understanding the context of the problem, as well as the quantities within the problem.

Clarification 2: Multiplication is limited to factors within 12 and related division facts. Refer to Situations Involving Operations with Numbers (Appendix A).

Three Reads is a strategy students can use to make sense of a real-world mathematics problem. In this strategy you read the problem three times, each time you answer a different question.

The Three Reads questions:

1. What is the situation about?
2. What are we trying to find out?
3. What information is important in the situation?

The following provides an example problem using the Three Reads strategy and bar models to represent the situation.

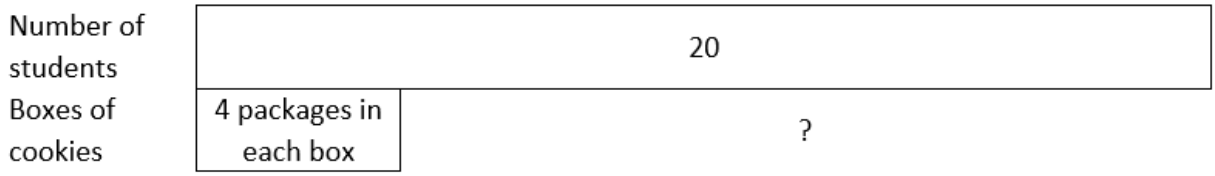
Mr. Ramirez is buying packages of cookies. The cookie packages are sold in boxes of 4 and he has 20 students in his class. How many packages of cookies does Mr. Ramirez need to buy?

- What is the situation about?
  - Mr. Ramirez wants to buy boxes of cookies
- What are we trying to find out?
  - The number of boxes Mr. Ramirez needs to purchase.
- What information is important in the situation?
  - Mr. Ramirez has 20 students, and the packages of cookies comes in boxes of 4.

We can also use a bar model to help us make sense of the information we have and help us determine how to solve the problem.

The bar model below represents the situation from above. The top bar represents the whole of 20 students. The bottom bar represents one box of packaged cookies with four in each box. The question mark represents the unknown.

Model

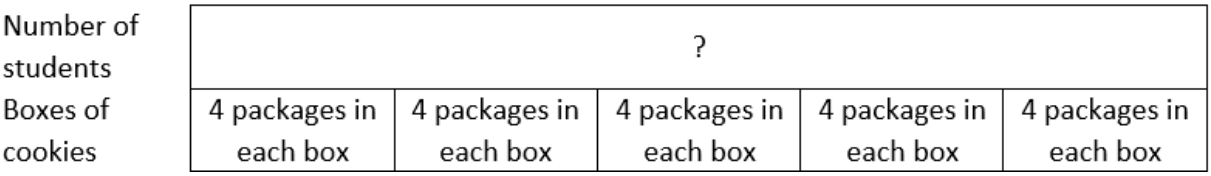


In this case, we can see that we need to find the number of boxes that would equal 20 total packages. Another way to say this is we know the whole (20) and the number in each part (4), but we don't know the number of parts.

Example 2: Mr. Ramirez is buying packages of cookies. The cookie packages are sold in boxes of 4 and he purchased 5 boxes to have enough packages for each student in his class. How many students are in Mr. Ramirez's class?

- What is the situation about?
  - Mr. Ramirez wants to buy boxes of packages of cookies
- What are we trying to find out?
  - The number of students in his class.
- What information is important in the situation?
  - He needed 5 boxes of packaged cookies and there are 4 packages in each box

Model



In this version of the situation, we know the number of boxes and the number of packages, and we can see that we need to find the total number of students. We can say this as we know the parts (4), the number of parts (5), but the whole is unknown.

Solving Problems About Equal Groups

Name: _____

Read and solve each problem. Show your work.

1 Heather has 18 photographs of rockets. She wants to hang them on 3 different walls in her room. Each wall will have the same number of photographs. How many photographs will hang on each wall?

There will be _____ photographs on each wall.

2 There are 24 people who want to play volleyball. The coach divides the players into teams of 6. How many teams can she make?

The coach can make _____ teams.

3 At an art show, there are 7 groups of paintings with 6 paintings in each group. How many paintings are there in all?

There are _____ paintings.

4 Jasmine reads for 10 minutes each night. If she reads for 5 nights, how many minutes will she read in all?

Jasmine will read for _____ minutes.

5 Rhonda plants 28 tomato plants in her garden. She plants 7 tomato plants in each row. How many rows does she plant?

Rhonda plants _____ rows.

6 Mr. Jones buys 6 packages of pencils. There are 8 pencils in each package. How many pencils does Mr. Jones buy?

Mr. Jones buys _____ pencils.

7 Choose one problem. Describe the strategy you used to solve it.

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Solving Problems About Equal Groups

Name: _____

Read and solve each problem. Show your work.

1 Heather has 18 photographs of rockets. She wants to hang them on 3 different walls in her room. Each wall will have the same number of photographs. How many photographs will hang on each wall?

There will be 6 photographs on each wall.

2 There are 24 people who want to play volleyball. The coach divides the players into teams of 6. How many teams can she make?

The coach can make 4 teams.

3 At an art show, there are 7 groups of paintings with 6 paintings in each group. How many paintings are there in all?

There are 42 paintings.

4 Jasmine reads for 10 minutes each night. If she reads for 5 nights, how many minutes will she read in all?

Jasmine will read for 50 minutes.

5 Rhonda plants 28 tomato plants in her garden. She plants 7 tomato plants in each row. How many rows does she plant?

Rhonda plants 4 rows.

6 Mr. Jones buys 6 packages of pencils. There are 8 pencils in each package. How many pencils does Mr. Jones buy?

Mr. Jones buys 48 pencils.

7 Choose one problem. Describe the strategy you used to solve it.

Answers will vary. Possible answer: In problem 4, I drew an array with 10 objects in 5 rows, for a total of 50 objects.

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Solving Two-Step Word Problems Using Two Equations

Name: _____

Read and solve each problem by writing an equation for each step. Use letters for the unknown numbers. Show your work.

1 Hirami has 12 cups of flour in a bag and 6 cups of flour in a jar. He is making batches of bread that each call for 3 cups of flour. How many batches of bread can Hirami make?

Hirami can make _____ batches of bread.

2 Cassi bought 50 pounds of dirt. She used 10 pounds to fill a hole in her yard. Then she filled pots with 5 pounds of soil in each pot. How many pots could she fill?

Cassi can fill _____ pots.

3 Becky has 6 packages of clay that each weigh 5 pounds. To make a bowl, she needs 3 pounds of clay. How many bowls can Becky make?

Becky can make _____ bowls.

4 Marc has 36 pounds of apples to use to make pies. He uses 4 pounds of apples for each pie. Marc uses all of the apples to make pies, and then sells each pie for $8. How much money does Marc collect for all the pies?

Marc collects $ _____ for all the pies.

5 Choose one problem. Tell how you could solve the problem in a different way.

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Solving Two-Step Word Problems Using Two Equations

Name: Answer Key

Read and solve each problem by writing an equation for each step. Use letters for the unknown numbers. Show your work. Possible equations shown.

1 Hirami has 12 cups of flour in a bag and 6 cups of flour in a jar. He is making batches of bread that each call for 3 cups of flour. How many batches of bread can Hirami make?

$12 + 6 = c$
$18 = c$
$18 \div 3 = b$
$6 = b$

Hirami can make 6 batches of bread.

2 Cassi bought 50 pounds of dirt. She used 10 pounds to fill a hole in her yard. Then she filled pots with 5 pounds of soil in each pot. How many pots could she fill?

$50 - 10 = d$
$40 = d$
$40 \div 5 = p$
$8 = p$

Cassi can fill 8 pots.

3 Becky has 6 packages of clay that each weigh 5 pounds. To make a bowl, she needs 3 pounds of clay. How many bowls can Becky make?

$6 \times 5 = p$
$30 = p$
$30 \div 3 = b$
$10 = b$

Becky can make 10 bowls.

4 Marc has 36 pounds of apples to use to make pies. He uses 4 pounds of apples for each pie. Marc uses all of the apples to make pies, and then sells each pie for $8. How much money does Marc collect for all the pies?

$36 \div 4 = p$
$9 = p$
$9 \times 8 = m$
$72 = m$

Marc collects $ 72 for all the pies.

5 Choose one problem. Tell how you could solve the problem in a different way.

Answers will vary. Possible answer: In problem 1, I could divide 12 and 6 each by 3, and then add the quotients: $12 \div 3 = 4$; $6 \div 3 = 2$; $4 + 2 = 6$.

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Strategies to Solve Elapsed Time Problems Parent Guide

Grade Level: 3

Benchmark: MA.3.M.2.2
Solve one and two-step real-world problems involving elapsed time.

Example: A bus picks up Kimberly at 6:45 a.m. and arrives at school at 8:15 a.m. How long was her ride?

Benchmark Clarifications:
Clarification 1: Within this benchmark, expectation is not to include crossing between a.m. and p.m.

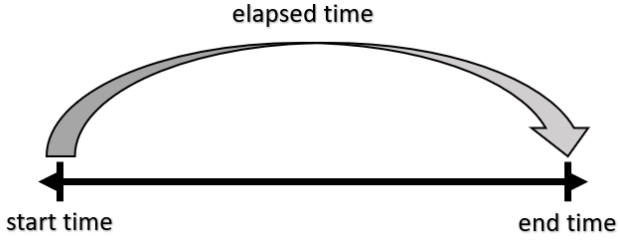
Three Reads is a strategy students can use to make sense of a real-world mathematics problem. In this strategy you read the problem three times, each time you answer a different question.

The Three Reads questions:

1. What is the situation about?
2. What are we trying to find out?
3. What information is important in the situation?

The next page provides example problems using the Three Reads strategy and number line models to represent the situation.

Generally, the number line represents the start time on the left, the end time on the right and the elapsed time as a jump or series of jumps connecting the two, as shown in the model below.

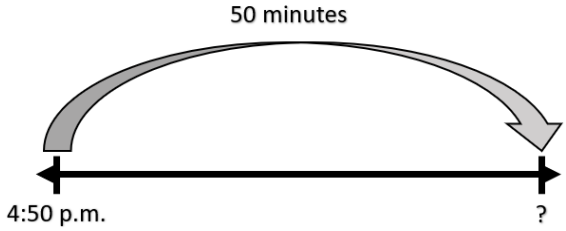


Example 1: Mia started her dance class at 4:10 p.m. It lasted 50 minutes. What time did it end?

- What is the situation about?
  - Mia's dance class.
- What are we trying to find out?
  - What time her class ended.
- What information is important in the situation?
  - The class started at 4:10 p.m., it lasts 50 minutes.

The number line model below represents the situation from above. The left tick shows the start time of 4:50 p.m., the arrow represents the 50 minutes the class lasts. The question mark represents the unknown end time.

Model

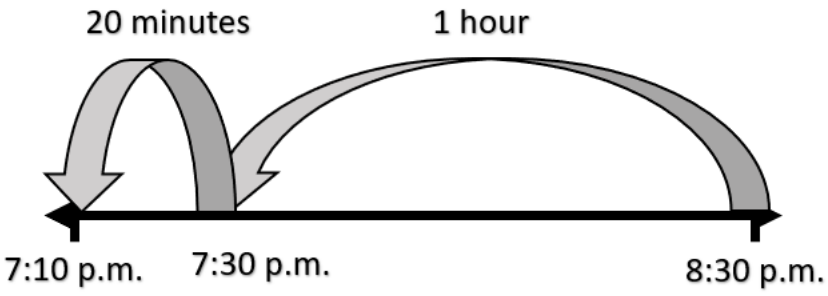


In this case, we can see that we need to find the time that is 50 minutes after 4:50 p.m. Students could solve by adding 10 minutes to 4:50 to get to 5:00, then add the additional 40 minutes to get to 5:40. Students might also jump one hour (60 minutes) from 4:50 to 5:50, then jump backward ten minutes from 5:50 to 5:40.

Example 2: Ethan finished playing a video game at 8:30 p.m. He had been playing for 1 hour and 20 minutes. What time did he start?

- What is the situation about?
  - Ethan playing video games.
- What are we trying to find out?
  - The time he started playing
- What information is important in the situation?
  - He played for 1 hours and 20 minutes and finished at 8:30 p.m.

Model



In this version of the situation, we know the end time and the elapsed time; we are trying to find the start time. The model above shows the two jumps backward from 8:30 p.m. to 7:10 p.m.

Finding the End Time in Word Problems

Name: _____

Read and solve the problems. Include AM or PM in your answers. Show your work.

1 Megan starts eating breakfast at 9:54 AM. Tell what time she is done with breakfast if she takes the given number of minutes to eat.

a. 6 minutes _____

b. 10 minutes _____

c. 20 minutes _____

d. 24 minutes _____

2 Jake starts cleaning his room at 3:51 PM. Tell what time he is done cleaning if he takes the given number of minutes to clean.

a. 9 minutes _____

b. 10 minutes _____

c. 19 minutes _____

d. 24 minutes _____

3 Beth starts her homework at 4:56 PM. It takes her 15 minutes to finish. At what time does Beth finish her homework?

_____

4 Dylan starts reading at 6:53 PM. He reads for 27 minutes. At what time does Dylan finish reading?

_____

5 Lyla goes outside at 5:57 PM. She rides her bike for 13 minutes. Then she jumps rope for 10 minutes before going inside. At what time does Lyla go inside?

_____

6 Max starts coloring at 12:56 PM. He finishes coloring an airplane after 9 minutes and finishes coloring a dog after 7 more minutes. At what time does Max finish coloring?

_____

7 Check your answer to one of the problems by using another strategy. Show your work.

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Finding the End Time in Word Problems

Name: **Answer Key**

Read and solve the problems. Include AM or PM in your answers. Show your work.

1 Megan starts eating breakfast at 9:54 AM. Tell what time she is done with breakfast if she takes the given number of minutes to eat.

a. 6 minutes **10:00 AM**

b. 10 minutes **10:04 AM**

c. 20 minutes **10:14 AM**

d. 24 minutes **10:18 AM**

2 Jake starts cleaning his room at 3:51 PM. Tell what time he is done cleaning if he takes the given number of minutes to clean.

a. 9 minutes **4:00 PM**

b. 10 minutes **4:01 PM**

c. 19 minutes **4:10 PM**

d. 24 minutes **4:15 PM**

3 Beth starts her homework at 4:56 PM. It takes her 15 minutes to finish. At what time does Beth finish her homework?

5:11 PM

4 Dylan starts reading at 6:53 PM. He reads for 27 minutes. At what time does Dylan finish reading?

7:20 PM

5 Lyla goes outside at 5:57 PM. She rides her bike for 13 minutes. Then she jumps rope for 10 minutes before going inside. At what time does Lyla go inside?

6:20 PM

6 Max starts coloring at 12:56 PM. He finishes coloring an airplane after 9 minutes and finishes coloring a dog after 7 more minutes. At what time does Max finish coloring?

1:12 PM

7 Check your answer to one of the problems by using another strategy. Show your work.

Answers will vary.

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Finding the Start Time in Word Problems

Name: _____

Read and solve the problems. Include AM or PM in your answers. Show your work.

1 Caleb finishes breakfast at 7:15 AM. Tell what time he started breakfast if it took the given number of minutes.

a. 10 minutes _____

b. 15 minutes _____

c. 20 minutes _____

d. 25 minutes _____

e. 26 minutes _____

2 Melanie finishes washing the dishes at 6:20 PM. Tell what time she started washing dishes if it took the given number of minutes.

a. 5 minutes _____

b. 10 minutes _____

c. 15 minutes _____

d. 20 minutes _____

e. 25 minutes _____

3 Lilly gets to school at 8:05 AM. It takes her 12 minutes to walk to school from her house. At what time did she leave home?

_____

4 Ryan gets off the bus at 4:09 PM. He rides the bus for 17 minutes to get home from school. At what time does Ryan get on the bus?

_____

5 Nicole finishes walking at 5:15 PM. She walked away from her house for 17 minutes, and then she walked back home, which also took 17 minutes. At what time did Nicole leave her house to start walking?

_____

6 Mr. Andrew wants to serve pizza at 1:10 PM. He has to make the pizza, which takes 15 minutes, and then bake the pizza for 25 minutes. At what time should he start preparing the pizza?

_____

7 Check your answer to one of the problems by using another strategy. Show your work.

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Finding the Start Time in Word Problems

Name: **Answer Key**

Read and solve the problems. Include AM or PM in your answers. Show your work.

1 Caleb finishes breakfast at 7:15 AM. Tell what time he started breakfast if it took the given number of minutes.

a. 10 minutes **7:05 AM**

b. 15 minutes **7:00 AM**

c. 20 minutes **6:55 AM**

d. 25 minutes **6:50 AM**

e. 26 minutes **6:49 AM**

2 Melanie finishes washing the dishes at 6:20 PM. Tell what time she started washing dishes if it took the given number of minutes.

a. 5 minutes **6:15 PM**

b. 10 minutes **6:10 PM**

c. 15 minutes **6:05 PM**

d. 20 minutes **6:00 PM**

e. 25 minutes **5:55 PM**

3 Lilly gets to school at 8:05 AM. It takes her 12 minutes to walk to school from her house. At what time did she leave home?

7:53 AM

4 Ryan gets off the bus at 4:09 PM. He rides the bus for 17 minutes to get home from school. At what time does Ryan get on the bus?

3:52 PM

5 Nicole finishes walking at 5:15 PM. She walked away from her house for 17 minutes, and then she walked back home, which also took 17 minutes. At what time did Nicole leave her house to start walking?

4:41 PM

6 Mr. Andrew wants to serve pizza at 1:10 PM. He has to make the pizza, which takes 15 minutes, and then bake the pizza for 25 minutes. At what time should he start preparing the pizza?

12:30 PM

7 Check your answer to one of the problems by using another strategy. Show your work.

Answers will vary.

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